

***U.S. Department of Education***  
***2014 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mrs. Tiffany Hutchens

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Medlock Bridge Elementary School

(As it should appear in the official records)

School Mailing Address 10215 Medlock Bridge Parkway

(If address is P.O. Box, also include street address.)

City Johns Creek State GA Zip Code+4 (9 digits total) 30022-7318

County Fulton County State School Code Number\* 660

Telephone 770-623-2980 Fax 770-623-2988

Web site/URL http://school.fultonschools.org/es/medlockbridge E-mail hutchens@fultonschools.org

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Dr. Robert Avossa E-mail: Avossa@fultonschools.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fulton County Tel. 404-768-3600

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board  
President/Chairperson Mrs. Linda Schultz  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 58 Elementary schools (includes K-8)
  - 19 Middle/Junior high schools
  - 17 High schools
  - 0 K-12 schools
- 94 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
  - ☐ Suburban with characteristics typical of an urban area
  - ☒ Suburban
  - ☐ Small city or town in a rural area
  - ☐ Rural
3. 2 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	29	18	47
K	46	42	88
1	57	46	103
2	52	46	98
3	59	44	103
4	44	43	87
5	69	54	123
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	356	293	649

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 36 % Asian
  - 16 % Black or African American
  - 0 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 48 % White
  - 0 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 14%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	37
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	59
(3) Total of all transferred students [sum of rows (1) and (2)]	96
(4) Total number of students in the school as of October 1	673
(5) Total transferred students in row (3) divided by total students in row (4)	0.143
(6) Amount in row (5) multiplied by 100	14

7. English Language Learners (ELL) in the school: 7%  
45 Total number ELL  
 Number of non-English languages represented: 10  
 Specify non-English languages: Arabic; Chinese; Farsi; Hindi; Japanese; Korean; Other Indian; Romanian; Russian; Spanish
8. Students eligible for free/reduced-priced meals: 13%  
 Total number students who qualify: 84

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 12 %  
75 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

14 Autism	0 Orthopedic Impairment
0 Deafness	17 Other Health Impaired
0 Deaf-Blindness	12 Specific Learning Disability
2 Emotional Disturbance	10 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	21 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	33
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	17
Paraprofessionals	18
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	8

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	97%	98%	97%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes                      No X

If yes, select the year in which your school received the award.

## **PART III – SUMMARY**

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Medlock Bridge Elementary School, located in the city of Johns Creek, Georgia, has a longstanding tradition of academic excellence, strong community support and student diversity. Medlock Bridge has approximately 650 Pre K-5th grade students. Since we opened our doors in 1990 our focus has been on cultivating an environment that is conducive to student academic success and developing the whole child. Our school is known for appreciating both the ethnic diversity of our student body and celebrating the unique needs of our special education students.

Our mission is to educate and inspire all students to be lifelong learners. We strive to live our vision on a daily basis which is to meet the diverse needs of our students and foster a safe and positive school climate. In addition, we value collaborative relationships with our parents and community partners and seek to develop students who are well rounded 21st Century citizens. While approximately 12% of our students have special needs and close to 20% are identified as gifted learners, our mission and vision is the driving force of the work we do to ensure that we are meeting the needs of ALL learners.

Medlock Bridge has adopted the 4 Cs of 21st Century Learning and places emphasis on teaching all students collaboration, communication, creativity and critical thinking skills. Through the use of technology integration, differentiated instruction and research based best practices; we challenge students to go beyond the Common Core Curriculum.

Academic excellence is just one area of focus here at Medlock Bridge. Strong value is also placed on developing the whole child through community service, environmental awareness and student leadership. Student activities such as the 3rd grade Recycle Team, Safety Patrol, Student Council, Steele Drum Band, Chorus and our Technology Crew help foster student responsibility and a sense of ownership within the school. Our teachers serve as role models for the students by sponsoring all of the opportunities referenced above.

Highly skilled and knowledgeable teachers are the key to our success. Our teachers have led the way for other schools in the district in regards to Professional Learning Communities (PLCs) and the use of the team teaching model. We collaborate to respect everyone's ideas including special areas and special education. In order to support high achievement in all areas, our teachers are provided with dedicated time to collaboratively plan with team members in order to benefit from one another's "collective IQ". Our knowledge and use of early intervention practices such as universal screeners, data collection and the Response to Intervention process (RTI) has proven to be advantageous in our identification of individual student remediation needs.

Our students' test scores consistently rank among the top elementary schools in Georgia. In 2011 Medlock Bridge was given the Gold Award by the Governor's Office of Student Achievement for meeting and exceeding standards. Although the accountability structure has changed for the state, Medlock Bridge continues to excel and our school ranks high on the state performance index. In addition to exemplary performance on criterion referenced competency tests, our students have been recognized both locally and nationally for their accomplishments. We are proud to note that we had the first National History Bee Champion for the Elementary Division. We also have students who have competed and placed in the Fulton Technology Competition, PTA Reflections Competition, Battle of the Books and the State Geography Bee. These accomplishments are great but we know that we could not meet the needs of all students without the support from our parents and community partners.

Our highly involved parents support the mission and vision of our school. Parent and community volunteers are visible daily in numerous areas of the building including: the Science Force room, media center, classroom readers, computer labs, and special events. The PTA and Medlock Bridge Foundation have worked together to support our technology initiatives and the Foundation has raised over \$132,000 for our school within the first six years of its inception.

All stakeholders work together at Medlock Bridge to ensure the learning environment is optimal for student success. We cultivate an environment where students and staff members are respected and encouraged to learn and grow. As a result, Medlock Bridge Elementary School is a dynamic place for all students and worthy of Blue Ribbon recognition.



## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

A. Medlock Bridge Elementary School participates yearly in the Criterion-Referenced Competency Test (CRCT) which measures student mastery of the Common Core Georgia Performance Standards in Reading, English/Language Arts and Mathematics. In the subjects of Science and Social Studies, the Georgia Performance Standards are measured. In years 2006-2010, students in grades 1-5 took the CRCT. Since 2011 the CRCT has been administered to grades 3-5 only. The CRCT Scores are reported on three levels: Does Not Meet Expectations (Level 1: below 800), Meets Expectations (Level 2: 800-849) and Exceeds Expectations (Level 3: 850 and above).

Beginning in 2011, eligible special education students were administered the CRCT-M, a modified version of the CRCT. The test score ranges on the CRCT-M are: Below Proficiency (Performance Level 1, less than 300), Emerging Proficiency (Performance Level 2, 300-329) and Basic Proficiency (Performance Level 3, greater than or equal to 330). In 2011 three students took the CRCT-M in Reading, English/Language Arts and/or Math. In 2012 a total of seven students took the CRCT-M in at least one of the above mentioned categories. Last year, eight students took the CRCT-M in at least one category.

Our goal on the state assessments is for every student to meet and/or exceed the standard. Medlock Bridge's CRCT scores are consistently higher than the district and state averages.

B. For years, Medlock Bridge has shown consistent levels of proficiency on the CRCT. The data shows that across all three grade levels and all eligible subgroups, reading is the area in which our students exhibit the greatest strength. Although our overall "meets and exceeds" scores constantly surpass district and state benchmarks, it is our goal to raise the "exceeds" level for our students with disabilities and our African American students. For the past two years, we have transitioned from using basal readers to a more balanced literacy approach. Students are tested at the beginning of the school year to determine their instructional and independent reading levels. Teachers then use flexible grouping to instruct students at their most appropriate reading level. Throughout the school year, teachers continually assess students to monitor reading levels. This has proven to be an effective way to teach each child and monitor progress in fluency and comprehension skills.

Over the past two years, we have seen noteworthy gains within our eligible subgroups in the area of math. We attribute these gains to the implementation of the Common Core standards and the attention we place on higher level questioning. Not only do we require students to demonstrate their work, but also explain their thinking. We teach students there are multiple ways to solve a problem and expose them to multiple approaches.

There are very few gaps of significant difference to note among our subgroups on the 2013 CRCT. To increase student achievement among all students we analyzed the 2012 data. We noted that our special education students perform best when they receive instruction in a team taught setting. Therefore we have a team taught classroom on grades 2-5. We also use a pull-out IRR classroom and the Early Intervention Program to provide services for students that are not yet meeting grade level standards. Teachers engage in "data talks" as a way to analyze monthly math data from unit tests and our universal math screener. Administrators participate in and contribute to the data talks each month for every grade level. The data is then used to identify specific skills to remediate throughout the next math unit. We implement small group differentiated instruction for math and reading.

### **2. Using Assessment Results:**

Because we closely adhere to the Fulton County Continuous Achievement Model, our students are pre-assessed at the beginning of the year and instruction is customized based on each student's needs. We know that in order to provide the highest level of instruction, we must use data to drive our instruction and develop our lesson plans.

At the end of each school year, the administrative team analyzes the results of the spring administration of the CRCT. Careful attention is given to subgroups. The grade levels are given the data before the summer months and instructional planning begins for the upcoming school year. Team Teachers are also identified at this time.

Each year, students in K-5th grade take the county benchmark pretest in math and reading. Grade level teams review the data from these tests. Teachers create flexible groups for reading and math instruction. The Benchmark Assessment System is used to identify a student's instructional and independent reading level. This test is administered three times per year. A district developed math placement test is also used to determine if students should be instructed on or above grade level. The STAR Math progress monitoring system is used to ensure that students are making progress against the district benchmark levels throughout the year. The STAR test is administered three times per year. Teachers continually monitor student progress and share the data with the grade level, administration, parents and the Student Support Team if applicable.

Formative and summative tests are created by the grade level and utilized throughout the course of a unit. The district has developed summative math tests that are given at the end of our math units. The questions on these tests are written at a depth of knowledge level 2 or higher.

Medlock Bridge truly believes that our parents are our partners in education. We take pride in our student achievement and ensure that our stakeholders are aware of our assessment results. Results are shared via our school electronic newsletter, and published by the district. Teachers hold parent conferences throughout the year and share student progress and achievement. Parents receive a copy of standardized test results accompanied by a letter that explains the data.

Assessment results are also communicated to the community in several ways. The principal shares results in PTA and Foundation executive board meetings. This year the results will be shared with the newly inducted school governance council. During the State of the School address, the assessment results are shared with the entire parent body.

### **3. Sharing Lessons Learned:**

For years Medlock Bridge has led the way in cultivating effective Professional Learning Communities (PLCs). School teams have visited our campus to observe our grade level PLC time and meet with the teams to discuss the benefits and challenges of a PLC. In addition, district personnel have used our Team Teaching Model as an exemplar for other teachers within the district. Both our PE teacher and Art Teacher have been asked to serve external committees to focus on standards in their respective areas.

Our Early Intervention Program is one that uses the Fountas and Pinnell Intervention kits to support our struggling readers. Several EIP teachers from neighboring schools have visited the EIP teacher to observe her use the kits and discuss best instructional practices for early intervention students.

This year we hosted several Korean Exchange Teachers in partnership with the Georgia Department of Education and the Korean Ministry of Education. These teachers had an opportunity to spend several months in our school and observe the daily instruction, classroom routines and extracurricular programs that take place within the building. Not only did our classroom teachers host the exchange teachers, but we regularly host student teachers from local colleges and universities.

The Fulton County School District is divided into Learning Communities. We are a part of the Northeast Learning Community (NELC) with twenty one other schools. Our principal participates in the monthly learning community principals' meetings. In addition, being new to the position last year, our principal participated in the monthly New Principals' Meetings facilitated by the district. She also participates in vertical teaming with the middle and high school principals within our feeder pattern.

At Medlock Bridge we believe that we are part of a larger educational community. As we learn and grow, we seek to share our knowledge and experiences with others. It is important that we contribute to the success of all students by engaging in dialogue with colleagues at each level.

#### **4. Engaging Families and Community:**

At Medlock Bridge we truly believe that it takes a village to raise a child. We embrace parent involvement and seek to create ways that all parents can participate in their child's education. To keep our parents informed and engaged in our school program we strive for transparency and open communication. This is accomplished in part through biweekly student papers; a daily agenda in grades 2-5; a biweekly e-newsletter from the principal; annual State of the School Address; weekly school tours; grade level and department websites; frequent parent teacher conferences and the use of Home Access Center (a parent portal to access student grades in real time).

Our PTA and Medlock Bridge Foundation support the school by raising funds that are used to enrich our curriculum. Some of the programs and technology that has been provided by these parent groups include iPads, Mimio Interactive Systems and netbooks; subscriptions to Study Island, Time for Kids and Pebblego; Science Force labs; Field trip sponsorships; author visits and Heritage Night. Last year our PTA invested in our endeavor to build a leveled library to support our Balanced Literacy efforts.

In addition, local businesses support our Foundation at various sponsorship levels thus offering valuable monetary and in kind donations that benefit our students and staff. In return, our school staff and parent community patronize the businesses, which further solidify a relationship that is mutually beneficial to all.

The opportunities for parents to volunteer within the school are endless. Parents have the options to select activities that are held during the school day such as media center assistance, classroom readers, field trip chaperones, computer lab helpers or Science Force facilitators. If after- hours volunteerism is preferred, we have numerous family events including the Fall Carnival, Fun Run, Silent Auction and Holiday Bazaar.

One of the goals that we have established this year is to focus on ways to include our Non- English Speaking parents in more school events. A Korean Bilingual Liaison is on staff and works closely with our Korean parents to translate and disseminate information. Monthly parent meetings are held and we have sponsored a group of Korean Exchange Teachers to better learn the culture.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

Medlock Bridge utilizes the Common Core Curriculum as the foundation for reading and math instruction; however our emphasis on rigor, relevance, and literacy across the curriculum is evident in all subjects. This year we implemented the 4Cs to guide teacher focus on communication, collaboration, creativity and critical thinking skills, all of which are necessary prerequisite skills for college and career readiness.

Students are engaged in the Reading/ English Language Arts (ELA) Common Core Georgia Performance Standards through the balanced literacy approach. Teachers use leveled readers to provide guided reading instruction. Great emphasis is placed on the type of text that is presented to students. Teachers incorporate the DAILY 5, literature circles, and performance tasks regularly. The Good Habits Great Readers series is used as a resource and students focus on word study through the Words Their Way program. Grammar instruction is incorporated into Writer's Workshop.

The mathematics curriculum (Common Core) places emphasis on obtaining deep understanding of number sense through composing and decomposing numbers, recognizing patterns, real world problem solving and developing fluency with basic facts. Emphasis is placed on conceptual knowledge. Students must explain their thinking and solve problems in multiple ways.

In science we have incorporated more science nonfiction text into our Reading/English Language Arts block to focus on the Problem Based Learning (PBL) approach during the science block. Critical thinking and cooperative group activities are used in each unit. In addition, our Science Force labs, sponsored by parent volunteers, provide additional hands on experiences, bringing real world relevance to the classroom. The fifth grade students take a 3 day environmental field trip to Tybee Island. In-school field trip experiences are afforded to other grade levels through the county teaching museum.

Similar to science, we have incorporated more social studies nonfiction text reading into our Reading/English Language Arts block. This affords more opportunities to engage in project learning during social studies time. Instruction incorporates geography, history, economics and political science, taught through a variety of primary and secondary sources. Various curriculum based research projects are implemented at different grade levels.

Students participate in art, music and physical education each week. The "specials" collaborate with grade level teams to make connections between specials content and the daily core subjects.

Our Art program is the catalyst for the work we are doing with the 4Cs. Not only do students develop knowledge and skills in art history, production, and aesthetics, but they also experience opportunities to be creative and think critically. Each year the art teacher leads a team of teachers in the process of transforming an empty classroom into an interactive museum. This "Mustang Museum" features one artist each year such as Van Gogh, Seurat or Picasso. The room is transformed into a place where students use technology to learn about art created in the past. In addition, every student's artwork is framed and displayed during our annual Arts Night.

In music, students are taught an appreciation of different music genres and given the opportunity to play multiple instruments. Students at varying grade levels are afforded performance opportunities in and out of class. We are very proud of our Chorus Club and we are the only school in Fulton County to have a Steele Drum Band.

The physical education department at Medlock Bridge strives to build knowledgeable, healthy students by using a sequential, developmentally appropriate curriculum for grades K-5. We use activities, games and skill instruction to keep our students motivated. Most recently we participated in the Strong 4 Life Campaign to focus on healthy habits. We also partner with the PTA to host an annual fun run as well as field day.

Technology is integrated throughout the curriculum. We begin our day with our morning news which is produced by 5th grade students. Students utilize netbooks, iPads and desktops to create and collaborate. Teachers incorporate technology using interactive Mimio systems and a variety of software and web based programs. Our 3rd-5th grade teachers use Edmodo for instruction and communication. The Media Specialist uses the daily school wide enrichment and remediation time to work with 3 to 4 students from each class within a grade level to teach them how to use a particular web based program or technology tool that will enhance their knowledge and skill level.

## **2. Reading/English:**

Reading is taught through a gradual release of responsibility model. We incorporate a whole group read aloud (modeling a strategy with an anchor text), small group guided reading using leveled text, flexible skill based groups, literature circles, independent reading, conferencing, word work and literacy stations. Each student is tested a minimum of 3 times a year with the Benchmark Assessment System to determine their independent and instructional reading levels. This provides valuable data to form and reconfigure groups as well as determine the focus of instruction for guided and skill-based groupings. Phonics, phonemic awareness, fluency and high frequency words are taught in grades K-2 and with older students who need the support. Comprehension of text begins in kindergarten. Students know that we read to learn and gain meaning from the text. Teachers provide a variety of research based methods for word attack, fluency and comprehension skills so that students develop a “tool box” of methods to become independent and engaged readers.

Each teacher has a classroom library of fiction and nonfiction texts for students to choose independent reading material. Medlock Bridge also has an extensive library where students can check out books for independent reading. Students spend a minimum of 30 minutes daily in independent reading putting into practice the skills and techniques modeled during small and whole group lessons. They keep a record of books and genre read and a journal of responses. Students also engage in close reading of material at a high level of text complexity. The focus of close reading activities is to model techniques for reading and gaining meaning from text beyond the student’s independent or instructional level.

To accelerate students who read below grade level, they receive “two scoops” of reading instruction. They receive guided reading at their instructional level with our Early Intervention teacher and a second group with their classroom teacher practicing reading grade level text through close reads. Through a dedicated Response to Intervention time, students who need additional support with letter/sound recognition, blending, sight words, fluency and/or comprehension receive 30 minutes daily small group or one-on-one instruction with weekly progress monitoring. The Student Support Team meets to discuss the data for each student on Tier 3 approximately every 4-5 weeks to determine progress and possible adjustments in the intervention(s). Through flexible guided reading groups, literature circles and independent reading based on each student’s ability level, the advanced student has access to text that meets his/her individual needs, interests and pace of development.

## **3. Mathematics:**

The Common Core Georgia Performance Standards and Standards for Mathematical practice form the foundation for our math units of study. Lessons are crafted with the end in mind. Each unit has an end of unit assessment with DOK 2 and 3 level questions requiring the students to read closely, interpret the information and break down the problem into manageable steps. The students are expected to show their work and explain their level of understanding. The grade level teams have also created a variety of formative assessments to determine progress along the way. Students learn the foundational skills of composing and decomposing numbers through a variety of visuals and manipulatives.

Through the gradual release method, students engage in direct, small group instruction with time for guided practice, prescriptive feedback and discussion of ideas and understandings. Teachers model then require students to explain their method for solving the problem. Students are also provided opportunities to practice the skill independently. Skills are reinforced, maintained and expanded upon through differentiated learning

stations. These stations include strategy partner games, hands on activities and projects where students can apply previously learned skills.

Students who are performing below grade level are provided additional teaching and guided practice on specific skills in small group or in a one-on-one setting during the Response to Intervention block. This occurs approximately 30 minutes per day four times a week. Progress is monitored weekly and the data reviewed by the SST team nearly every 4-5 weeks. Teachers use the STAR math diagnostic assessment report and classroom assessments to determine the gaps in skills. Collaboration with the grade level team and SST team members determines the skill(s) to teach and monitor. We also provide Early Intervention services in math to 4th and 5th grade students. They receive small group instruction with their classroom teacher and an additional small group instruction and guided practice with the Early Intervention Program teacher.

To meet the needs of all students, placement assessments in math are administered each May and in August for new students. The assessment tests the next grade level skills to determine the appropriate group for math instruction. Students who have mastered grade level skills are placed in advanced (half a year ahead) or accelerated (year ahead) groups. Students are monitored throughout the year with various classroom methods and the STAR Math diagnostic assessment to ensure the appropriate level of instruction and placement adjustments are made as needed.

#### **4. Additional Curriculum Area:**

Because we believe our mission is to educate and inspire all students to be lifelong learners, we know that we must first provide a safe and secure environment where every child can learn. We are responsible for building each child up so that he or she can reach their full potential. Each month our school counselor works closely with the k-5 teachers to teach lessons on self-esteem, bullying and respect. Using literature to begin the lessons, the format gives the students an opportunity to relate to a character and then empathize, reflect and share their feelings.

Another key piece in preparing students to be lifelong learners is to expose them to the larger world that exists and the career opportunities that are available. Starting with kindergarten students, our counselor teaches lessons that give students a clear picture of the various job industries. The Georgia Department of Education has developed career curriculum that will be implemented yearly. Each year the students will focus on three to four career clusters. Some of the clusters include Health Science, Finance, Architecture and Construction and STEM. This year our school will host a Career Day for fourth and fifth grade students. According to the career clusters, parents and community members will be invited to speak to our students and answer questions about their careers and what students should do if they are interested in jobs within specific fields.

Medlock Bridge is very fortunate to have a pre-kindergarten program for four year old students. Using the Georgia Early Learning and Development Standards, our teachers teach the curriculum that the state has designated for pre-kindergarten students. These standards have been realigned to better correlate to the Common Core Georgia Performance kindergarten standards. Teachers monitor student progress and upload sample student work to the state portal. The curriculum is designed to develop oral language and early literacy skills. We have found that our students who move on to kindergarten after participating in the pre-kindergarten are highly prepared for the kindergarten curriculum and are socially well adjusted.

#### **5. Instructional Methods:**

Differentiation takes place within the classroom on a daily basis. Teachers base their instruction on what the students need as opposed to a one size fits all approach. Our teachers understand that true differentiation means tailoring the content, process and/or product to meet all students' needs. Collaborative planning encourages the sharing of ideas. The Early Intervention Program provides support for students who are slightly below grade level. Lessons are student centered and direct instruction is provided. We also have students who are English Language Learners and receive instruction from the ESOL teachers daily. This

instruction is also provided through small group direct instruction. Students that are eligible for the gifted program participate in a once per week class that uses theme based units to challenge students and extend their interests and aptitudes.

This year we established a school wide enrichment and remediation block for first through fifth grades. For thirty minutes each Monday through Thursday, our classroom teachers provide remediation and support for students on Tier 2 or 3 of the RTI process. Special area teachers and other support staff provide enrichment opportunities for students. This school wide block is preserved and protected from interruptions, programs and any other non-instructional activities that could take place. Our Media Specialist uses this daily time to work with 3 to 4 students from each class within a grade level to teach web based programs or technology tool that will enhance their knowledge and skill.. We attribute our upward trend of increased test scores to our intense focus on data utilization to drive instruction and our dedicated time of remediation and enrichment for all students.

We create opportunities for our students to receive additional instruction and enrichment outside of the school day. The Extended Learning program is used in grades 3 and 5 to provide additional support in the areas of reading and math in an after school setting. After school enrichment opportunities provided by vendors include an after school chess program, science and technology program as well as piano keyboarding and guitar.

## **6. Professional Development:**

Over the years, the professional development at Medlock Bridge has been dedicated to creating effective Professional Learning Communities (PLCs). It is through this work that we have learned to analyze student data, develop and share lesson plans and cultivate best practices. With the implementation of the Common Core Standards, our professional development has centered on Balanced Literacy, teaching higher order thinking skills and technology integration. Our Common Core Redelivery Team provided the staff with district training on balanced assessments, rigor and relevance, text complexity and literacy across the curriculum. Our curriculum specialist has facilitated a yearlong Reading Workshop Cohort for teachers to gain a better understanding of this philosophy of reading instruction. Through the grade level PLCs and the Cohort, teachers have rich dialogue as it relates to creating common assessments, increasing higher order thinking skills and close reading strategies.

In addition to professional development related to the Common Core, we have provided increased opportunities for teachers to enhance their technology skills. Using the technology integration matrix designed by the University of South Florida, teachers were able to identify the level of proficiency that they have with technology. We then used the “train the trainer model” to provide differentiated staff development on web based programs, smart board technology (Mimio) and instructional programs such as Study Island.

We believe that our teachers are our most valuable resource. Therefore we encourage them to serve on both external and internal committees that will increase their knowledge of a particular subject or area. We have teachers who are currently a part of the district STEM Academy, serve on the Response to Intervention Team, the school Media & Technology Committee as well as the Common Core Redelivery Team.

This year the principal facilitated a leadership development book study for all interested staff members. Using the John C. Maxwell book, *Developing the Leader Within You*, we have focused on the ten principles of leadership outlined in the book. The goal is for teachers to recognize the leadership qualities that they possess and learn the ways in which they can build upon those qualities.

## **7. School Leadership**

We have a cohesive, collaborative and committed leadership team consisting of both grade level and special area representation. The goal of the leadership team is to focus on instructional decision making, share best practices and discuss opportunities that are in the best interest of our students. Our leadership philosophy is

one of shared leadership. The administrative team, consisting of the principal, assistant principal, counselor and curriculum specialist work together with teachers and support staff to carry out our school mission. The school's administration is proactive and strives to meet the needs of the school community. We offer an open door policy for addressing any needs that arise.

Our principal, currently in her second year in the position, has identified areas of strengths and challenges within the school. She works with all constituents to capitalize upon the strengths and improve the areas in which there are challenges. She has coordinated the efforts of the PTA and the Foundation to focus on the integration of technology. You can often find her in every area of the building from the carpool lane in the mornings to the cafeteria during lunch time. She has a positive rapport with students, staff and parents alike. She offers opportunities for teachers to grow professionally through book studies, participation on external and internal committees and internal professional development facilitation. Our principal is committed to allocating school resources to best support the goals of our School Improvement Plan.

This year our school has embarked upon the School Governance process as part of the Fulton County Charter System. This ten member governance council, in conjunction with the school leadership team and parent organizations will work together to form strong partnerships that will advance the mission and vision of our school. We value the parent, community members and staff persons that collaborate for the betterment of our students and school as a whole.

Parent involvement is key to the success of our overall school program. We encourage parents to be involved in all facets of their child's education. Our partnership with the Medlock Bridge Foundation and PTA is vital to student achievement. The enrichment opportunities afforded to our students by our parent organizations include additional enrichment resources, cultural arts programs and technology enhancements.



## PART VII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** Criterion-Referenced Competency Test

**All Students Tested/Grade:** 3

**Edition/Publication Year:** 2013

**Publisher:** Georgia DOE/CTB McGraw Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Meets plus % Exceeds	99	91	91	94	93
% Exceeds	75	79	72	71	68
Number of students tested	79	117	108	104	114
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	0	0	0	0
% of students tested with alternative assessment	2	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Meets plus % Exceeds	94	74	77	90	95
% Exceeds	72	64	31	50	79
Number of students tested	18	23	13	10	19
<b>2. Students receiving Special Education</b>					
% Meets plus % Exceeds	91	0	69	70	75
% Exceeds	64	0	25	50	40
Number of students tested	11	7	16	10	20
<b>3. English Language Learner Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>5. African- American Students</b>					
% Meets plus % Exceeds	0	62	92	80	77
% Exceeds	0	54	50	30	54
Number of students tested	7	13	12	10	13
<b>6. Asian Students</b>					
% Meets plus % Exceeds	100	98	96	100	97
% Exceeds	93	91	86	90	83
Number of students tested	30	43	29	42	36

<b>7. American Indian or Alaska Native Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>9. White Students</b>					
% Meets plus % Exceeds	100	96	93	94	96
% Exceeds	75	78	71	67	58
Number of students tested	32	50	59	45	50
<b>10. Two or More Races identified Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

**NOTES:** All numbers were rounded to the nearest whole number

# STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** Criterion-Referenced Competency Test

**All Students Tested/Grade:** 4

**Edition/Publication Year:** 2013

**Publisher:** Georgia DOE/CTB McGraw Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Meets plus % Exceeds	99	98	96	93	94
% Exceeds	78	74	72	56	65
Number of students tested	124	110	116	123	115
Percent of total students tested	1	2	100	100	100
Number of students tested with alternative assessment	1	2	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Meets plus % Exceeds	100	100	93	89	76
% Exceeds	75	29	50	42	29
Number of students tested	28	14	14	19	17
<b>2. Students receiving Special Education</b>					
% Meets plus % Exceeds	100	87		90	
% Exceeds	31	20		14	
Number of students tested	13	15		21	
<b>3. English Language Learner Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Meets plus % Exceeds			100		
% Exceeds			45		
Number of students tested			11		
<b>5. African- American Students</b>					
% Meets plus % Exceeds	100	100	85	89	80
% Exceeds	70	64	31	28	7
Number of students tested	10	11	13	18	15
<b>6. Asian Students</b>					
% Meets plus % Exceeds	100	100	100	96	95
% Exceeds	85	79	90	73	85
Number of students tested	47	33	51	40	40
<b>7. American Indian or Alaska Native Students</b>					
% Meets plus % Exceeds					

% Exceeds					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>9. White Students</b>					
% Meets plus % Exceeds	98	97	96	90	96
% Exceeds	80	75	70	53	68
Number of students tested	56	60	43	49	53
<b>10. Two or More Races identified Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

**NOTES:** All numbers were rounded to the nearest whole number

# STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** Criterion-Referenced Competency Test

**All Students Tested/Grade:** 5

**Edition/Publication Year:** 2013

**Publisher:** Georgia DOE/CTB McGraw Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Meets plus % Exceeds	99	96	100	98	97
% Exceeds	87	78	81	72	79
Number of students tested	107	115	121	126	110
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	4	2	0	0	0
% of students tested with alternative assessment	4	2	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Meets plus % Exceeds	100	88	100	95	100
% Exceeds	67	62	93	56	56
Number of students tested	18	26	15	18	16
<b>2. Students receiving Special Education</b>					
% Meets plus % Exceeds	91		100		
% Exceeds	64		37		
Number of students tested	11	5	19		
<b>3. English Language Learner Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>5. African- American Students</b>					
% Meets plus % Exceeds		91	100	95	99
% Exceeds		64	80	32	71
Number of students tested	8	11	15	19	14
<b>6. Asian Students</b>					
% Meets plus % Exceeds	100	100	100	100	100
% Exceeds	92	92	93	88	98
Number of students tested	36	53	45	42	42
<b>7. American Indian or Alaska Native Students</b>					
% Meets plus % Exceeds					

% Exceeds					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>9. White Students</b>					
% Meets plus % Exceeds	98	98	100	98	93
% Exceeds	89	71	71	76	70
Number of students tested	56	41	48	54	41
<b>10. Two or More Races identified Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

**NOTES:** All numbers were rounded to the nearest whole number

# STATE CRITERION--REFERENCED TESTS

**Subject:** Reading/ELA

**Test:** Criterion-Referenced Competency Test

**All Students Tested/Grade:** 3

**Edition/Publication Year:** 2013

**Publisher:** Georgia DOE/CTB McGraw Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Meets plus % Exceeds	100	99	100	99	99
% Exceeds	84	77	68	73	52
Number of students tested	77	115	108	100	114
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Meets plus % Exceeds	100	95	100		100
% Exceeds	83	64	23		47
Number of students tested	18	22	13	9	19
<b>2. Students receiving Special Education</b>					
% Meets plus % Exceeds	100		100		95
% Exceeds	80		19		20
Number of students tested	10	7	16	8	20
<b>3. English Language Learner Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>5. African- American Students</b>					
% Meets plus % Exceeds		100	100	100	100
% Exceeds		69	50	40	15
Number of students tested	7	13	12	10	13
<b>6. Asian Students</b>					
% Meets plus % Exceeds	100	100	100	98	100
% Exceeds	79	76	72	78	61
Number of students tested	29	41	29	40	36
<b>7. American Indian or Alaska Native Students</b>					
% Meets plus % Exceeds					

% Exceeds					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>9. White Students</b>					
% Meets plus % Exceeds	100	100	98	100	100
% Exceeds	94	80	73	74	56
Number of students tested	31	50	59	43	50
<b>10. Two or More Races identified Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

**NOTES:** This data reflects the Reading scores only from the CRCT.  
English Language Arts is a separate test category.



# STATE CRITERION--REFERENCED TESTS

**Subject:** Reading/ELA

**Test:** Criterion-Referenced Competency Test

**All Students Tested/Grade:** 4

**Edition/Publication Year:** 2013

**Publisher:** Georgia DOE/CTB McGraw Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Meets plus % Exceeds	99	94	98	98	99
% Exceeds	79	66	73	57	67
Number of students tested	124	107	155	122	114
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	0	0	0	0
% of students tested with alternative assessment	1	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Meets plus % Exceeds	100	93	93	89	76
% Exceeds	68	47	50	42	29
Number of students tested	28	15	14	19	17
<b>2. Students receiving Special Education</b>					
% Meets plus % Exceeds	100	85		57	
% Exceeds	23	23		24	
Number of students tested	13	13	7	21	9
<b>3. English Language Learner Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Meets plus % Exceeds				100	
% Exceeds				36	
Number of students tested				11	
<b>5. African- American Students</b>					
% Meets plus % Exceeds	100	100	100	95	94
% Exceeds	50	55	31	39	27
Number of students tested	10	11	13	18	15
<b>6. Asian Students</b>					
% Meets plus % Exceeds	100	100	100	97	95
% Exceeds	91	84	84	64	75
Number of students tested	47	32	49	39	40
<b>7. American Indian or Alaska Native Students</b>					
% Meets plus % Exceeds					

% Exceeds					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>9. White Students</b>					
% Meets plus % Exceeds	99	92	100	98	100
% Exceeds	79	61	77	57	73
Number of students tested	56	59	44	49	52
<b>10. Two or More Races identified Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

**NOTES:** This data reflects the Reading scores only from the CRCT.  
English Language Arts is a separate test category.

# STATE CRITERION--REFERENCED TESTS

**Subject:** Reading/ELA

**Test:** Criterion-Referenced Competency Test

**All Students Tested/Grade:** 5

**Edition/Publication Year:** 2013

**Publisher:** Georgia DOE/CTB McGraw Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Meets plus % Exceeds	97	98	100	99	99
% Exceeds	68	67	68	59	57
Number of students tested	110	112	121	126	105
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	1	0	0	0
% of students tested with alternative assessment	0	1	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Meets plus % Exceeds	95	92	100	100	100
% Exceeds	37	36	60	44	27
Number of students tested	19	25	15	18	15
<b>2. Students receiving Special Education</b>					
% Meets plus % Exceeds	87		100		
% Exceeds	20		21		
Number of students tested	15	6	19	6	7
<b>3. English Language Learner Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>5. African- American Students</b>					
% Meets plus % Exceeds	0	100	100	95	100
% Exceeds	0	45	73	21	29
Number of students tested	8	11	15	19	14
<b>6. Asian Students</b>					
% Meets plus % Exceeds	97	100	100	97	100
% Exceeds	72	74	69	81	73
Number of students tested	36	50	45	42	41
<b>7. American Indian or Alaska Native Students</b>					
% Meets plus % Exceeds					

% Exceeds					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>9. White Students</b>					
% Meets plus % Exceeds	98	100	100	100	98
% Exceeds	68	71	69	56	54
Number of students tested	57	42	48	54	41
<b>10. Two or More Races identified Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

**NOTES:** This data reflects the Reading scores only from the CRCT.  
English Language Arts is a separate test category.